

## Final Committee Objectives 2024-25

### Education Committee

Chair: John M. Bailitz, MD, FACEP

Vice Chair: Matthew Strehlow, MD, FACEP

Board Liaison: Henry Z. Pitzele, MD, FACEP

Staff Liaison: Suzannah Alexander and Robert Heard, MBA, CAE

1. Focus on providing significant educational value to members while generating sustaining revenue for the College's advocacy efforts on behalf of our patients and members.
  - a. Review and provide educational expert feedback on the following ACEP-generated reports:
    - Annual Educator and Education Committee and Subcommittees Demographics Report to increase diversity, equity, and inclusion in all ACEP Education Activities
    - Annual Needs Assessment
    - CME process and applications
  - b. Purposefully increase diversity, equity, inclusion, and belonging within ACEP education.
    - Recruit leading URM (Under-Represented in Medicine) educators to the ACEP Education Committee, subcommittees, and advisory group.
    - Mentor new URM committee members to successful membership and leadership roles.
  - c. Review Education Committee objectives, subcommittee structure, subcommittee chair cycles, and membership.
    - Implement a new subcommittee co-chair structure (2 years as vice chair > chair immediate past chair), regular terms for membership (3 year cycle), and term renewal policies (self-nomination and chair review) to increase engagement and transparency.
  - d. Submit a nomination for the annual Judith E. Tintinalli Award for Outstanding Contribution in Education.

#### Educational Meetings Subcommittee

1. Membership:
  - a. Chair: SA Planning Subcommittee Immediate Past Chair.
  - b. Education Committee Chairs (Incoming, Current, Immediate Past)
  - c. Members:
    - Current and Immediate Past Course Directors of all meetings including all individual Accelerate meetings.
    - Innovations Subcommittee Chairs
    - Ad hoc ACEP Education Leaders with active roles in other independent organizations such as EM:RAP, CORD, SAEM, and others.
    - ACEP Staff Liaisons to all meetings.
2. Primary Objective and Meeting Cadence:
  - a. Share best practices and lessons learned between meeting directors and staff liaisons.
  - b. Provide subject matter expertise to ACEP staff on trends and best practices from non-ACEP meetings and products.
  - c. Quarterly virtual meetings with progress reports, problems to solve, and action items with the person responsible.

#### Scientific Assembly Planning Subcommittee

1. Provide subject matter expertise to ACEP Staff on the entire process of soliciting, reviewing, providing feedback, and implementing new SA course proposals, particularly those from Sections, Committees, and other interested member groups within the College.
  - a. Advise ACEP Staff on the development of a new automated system to:
    - Provide ACEP members proposing courses with immediate access to course proposal worksheets from prior years to ensure that any new proposal does not overlap.
    - For proposals whose content is already clearly being covered, ACEP staff provide an initial review of submitted proposals and a courteous email response to the submitter of denied proposals citing lectures where their proposal is already covered. Such members will be allowed to ask SA Chairs to reconsider ACEP staff initial review.

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- For proposals with content not being covered, provide an initial list of submitted proposals to SA meeting chairs for review. Incorporate feedback from SA meeting chairs and email response to the submitter of denied proposals along with lectures where their proposal is already incorporated.
  - b. Reconsider the 80 Existing/20 New Topic Rule: Consider moving quickly to accepting more new proposals from sections, committees, and members.
- 2. Pilot at least three innovations annually within any of these areas:
  - a. Consider “Saving EM!” Track that includes talks related to hospital overcrowding, AI, workplace violence, physician engagement, wellbeing, workforce, and other related topics.
  - b. Attendee engagement: general or special interest group.
  - c. Investigator engagement, including improving the visibility, prestige, and integration of the research forum and community.
  - d. Collaboration with other leading EM organizations and Education Providers.
  - e. Novel and active educational delivery methods.
  - f. Sponsor engagement.
  - g. Spaces for focused interviewing and networking.
  - h. Other.
- 3. Increase diversity, equity, and inclusion within ACEP Scientific Assembly.
  - a. Recruit leading URM educators to the ACEP Scientific Assembly Planning.
    - Mentor all new committee members to successful membership and leadership roles.
    - Identify and mentor URM speaking faculty to successful first and subsequent lectures.
- 4. Ensure each Scientific Assembly track includes at least one didactic session with a learning objective related to systemic racism and social determinants of health. For example, differences in cardiovascular disease presentations, current outcomes, and strategies to improve among women and other currently under-represented groups.
- 5. Review ACEP’s Clinical Policies, Guidelines, and Quality Measures and incorporate them into didactic objectives as appropriate.

### Innovations Subcommittee

1. Provide subject matter expertise to ACEP staff on new and existing educational products, IT platforms, and collaborations from the perspectives of both a member and expert educator.
  - a. Advise ACEP staff on the current role and potential for AI and VR/AR in medical education.
2. Provide subject matter expertise to ACEP staff to compare ACEP educational products to other leading medical organizations and medical education providers to better focus efforts and identify potential collaboration opportunities.
3. Provide subject matter expertise to advise ACEP staff on creating a transparent, robust, and concise process for proposing new educational products by committees, sections, interest groups, chapters, and individual members.
4. Provide subject matter expertise to ACEP staff on the creation and development of new educational products and packages in areas with clearly identified needs including specific interest groups including URM groups, women in emergency medicine, parents, residents (EMRA and COD), young physicians, career transitions, etc.

### Continuous Competency & Certification (CCC) Subcommittee

1. Provide subject matter expertise to ACEP staff on current and proposed new national requirements, state requirements, and ABEM requirements:
  - a. Assist with the identification of current ACEP educational products that will meet these requirements.
  - b. Propose effective new ACEP educational products to meet these requirements.
2. Provide subject matter expertise to ACEP Staff on areas of collaboration between ACEP and ABEM to better educate members on ACEP guidelines, quality measures, and evolving topics in EM (such as Sepsis, Deliveries in Rural Areas, Stroke, and Opiates) and track performance on ABEM examinations.
3. Evaluate current standards for EM clinicians' Ongoing Professional Practice Evaluation and Focused Professional Practice Evaluation (OPPE and FPPE) to determine if there is an opportunity for ACEP to provide practical guidance for local hospitals and emergency physician practices.